California Community Colleges

Changes to the Adult Education Pipeline Dashboard

April 2022

This document describes changes to metric definitions and new metrics added as part of the 2021-2022 release of the Adult Education Pipeline Dashboard (AEP 5.0) and outlines the impact to values compared to last year's release of AEP 4.1.

New Views, Features, and Metrics

NEW VIEWS: TOP FIVE INSTITUTIONS CHARTS

The Top Five Institutions charts in the Transition, Success, and Employment sections have been updated to include the ability to display the top performing institutions based on percent of students *and* number of students. The Top Five Institutions metrics that have this option in AEP 5.0 include:

- Participants in ESL, ABE and ASE who Transition to Postsecondary (AE 520)
- Participants Earning a Diploma, GED, or High School Equivalency (AE 517)
- Participants who Completed a Postsecondary Credential (AE 518)
- Participants Earning a Postsecondary Noncredit CTE Certificate (AE 519)
- Employment Two Quarters After Exit (AE 521)
- Employment Four Quarters After Exit (AE 514)
- Annual Earnings Compared to the Living Wage (AE 705)

PROGRAM TYPE DRILLDOWN ADDED TO MORE METRICS

The program type drilldown feature has been added to the following metrics:

- Participants who Completed an Immigration Integration Milestone (AE 411)
- Employment Two Quarters After Exit (AE 505)
- Employment Four Quarters After Exit (AE 506)
- Participants who Earned a Diploma, GED, or High School Equivalency (AE 633)

NEW METRICS: SERVICE STUDENTS

PROTOTYPE: Students with Noncredit Enrollment Only in Non-Adult Education Program Courses Who Received Noncredit Services (AE 206)

In prior builds, two metrics have been available to evaluate the number of students who received noncredit or adult school services: Students with an Enrollment in an Adult Education Program Who Received Services (AE 201) and Students without an Enrollment Who Received Services (AE 205). This metric is a prototype designed to capture a third group of service students that are included in Reportable Individuals (AE 200). These are students that *only* have enrollments in noncredit community college courses *that are not in a CAEP program* who received noncredit services.

NEW LOCALE: MADERA COLLEGE

Data will appear for Madera College beginning in 2020-21. This new college is part of the State Center district in the South Central Valley-Mother Lode region in the State Center Adult Education Consortium.

Key Metric Changes

REPORTABLE INDIVIDUALS (AE 200)

1. To align Reportable Individuals with the California Adult Education Program, the one or more-hour threshold used in the calculation has been restricted to one or more hours *in a CAEP program area* course. Previously, all noncredit enrollments, excluding Supervised Tutoring (493009) and Student Skills (493014) Taxonomy of Program (TOP) codes, were considered in meeting the one-hour threshold.

2. In AEP 4.1, all students who received noncredit services were included in Reportable Individuals, regardless of enrollment status. This included students with *only credit* enrollments who received noncredit services. This oversight resulted in the inflation of Reportable Individuals at some institutions because while these students did receive noncredit services, they received them as a function of being enrolled in a credit course. To account for this in the AEP 5.0 build, students who received noncredit services must have had either 1) no enrollment or 2) a noncredit enrollment in a course with a TOP code other than Supervised Tutoring (493009) and Study Skills (493014) to be included in the Reportable Individuals metric.

3. In AEP 4.1, students who were flagged as having a disability in COMIS (SD01) were incorrectly included if they had a noncredit enrollment in a course *with* a Supervised Tutoring (493009) or Study Skills (493014) TOP code, instead of a noncredit enrollment in a course with a TOP code *other than* Supervised Tutoring (493009) or Study Skills (493014). This has been corrected in AEP 5.0. Additionally, in AEP 4.1 students that were flagged as having a disability in COMIS (SD01) required an enrollment to be included in Reportable Individuals. In AEP 5.0 no enrollment is required for students flagged as having a disability (SD01) to be included in Reportable Individuals.

4. **COVID IMPACT:** After continued exploration and discussion with the field, the Chancellor's Office has decided to carry over the coding exception used in spring 2020 to all terms in 2020-21. Therefore, due to challenges noncredit community college institutions face in reporting attendance hours for noncredit distance education courses, the hour threshold requirement is not enforced for noncredit community college students in this metric. During this timeframe an enrollment record (SX) in an adult education program is used as a proxy for the hour threshold component of this metric. The Chancellor's Office recognizes that the challenges in reporting are a result of noncredit institutions' steadfast work in transitioning to noncredit distance education courses without an established reporting method or data element in the Chancellor's Office Management Information System (COMIS). As discussions continue, the Chancellor's Office welcomes feedback from the field.

Impact: The changes listed above impact noncredit community college institutions. Alignment to enrollment in a CAEP program area reduces the number of Reportable Individuals for noncredit community college institutions. The exclusion of credit-only enrolled students that received noncredit services substantially reduces the number of Reportable Individuals for specific noncredit community college institutions that previously observed inflated counts. On the other hand, the corrections to the code regarding students with disabilities allows additional students to be counted as Reportable Individuals. Application of the "special Covid logic" in 2020-21 will impact noncredit community colleges differently based on their reporting practices. Overall, the number of Reportable Individuals statewide has been reduced by between 12% and 23% across years (2016-17 through 2019-20) compared to the prior build.

STUDENTS WITH 12 OR MORE INSTRUCTIONAL CONTACT HOURS (PARTICIPANTS) (AE 202)

1. See COVID IMPACT under Reportable Individuals (AE 200) that also applies to this metric.

Impact: The "special Covid logic" does not result in changes to Participants figures for years that were already available in the dashboard (2016-17 through 2019-20). For the new year of data (2020-21), which applies the special covid logic to the entire year, Participants figures for noncredit community college institutions are impacted differently based on their reporting practices. Some institutions show expected declines in Participants compared to pre-Covid years, whereas other institutions show unlikely increases. K-12 Adult School institutions are not subject to these adverse impacts as the special covid logic only applies to noncredit community college institutions.

COMPLETED A POSTSECONDARY CREDENTIAL (AE 625)

1. A coding error has been corrected to align with the definition listed in the MDD. In the prior build, the code did not capture all intended certificates and awards.
2. The COMIS calculation has also been updated to correct the outcome attainment timeframe to awards earned in the current or any subsequent year. Previously, awards earned prior to adult education enrollment were also included. The CASAS calculation already restricted awards to this timeframe. This change aligns the definition for both datasets.

Impact: The number of students that completed a postsecondary credential increased substantially statewide across all years (2016-17 through 2019-20) compared to the prior build.

EMPLOYMENT FOUR QUARTERS AFTER EXIT (AE 506)

1. Employment records in the fourth quarter after exit, which correspond to the second quarter in the EDD UI wage file (April through June 2021), may not be complete due to data availability at the time of requested delivery of the EDD data. Therefore, the 2019-20 data for this metric may change with the integration of an updated EDD UI wage file in the next build of the dashboard.
2. See Employment and Earnings – All Metrics for additional impacts.

Impact: The number of students in this metric increased by approximately 23% statewide in the most recently available year of data (2018-19) between AEP 4.1 and 5.0.

TRANSITIONED TO POSTSECONDARY (AE 602)

1. Previously TOP code 1260.00 Health Professions, Transfer Core Curriculum was being coded as CTE. This has been corrected in AEP 5.0.
2. The calculation was previously counting a student's first-time enrollment in CTE based on the first time they were enrolled as a Participant in CTE, versus any enrollment in CTE. This has been corrected in AEP 5.0.

Impact: The number of students that transition to postsecondary has been reduced by between 11% and 21% statewide across years (2016-17 through 2018-19) compared to the prior build.

Other Metric Changes

AGE GROUPS (AE 105)

1. Age groupings have been adjusted to align with National Reporting System for Adult Education (NRS) categories. Note that these age bands differ from other dashboards in the LaunchBoard.
2. An "Unknown Age" group previously existed due to a legacy bug that has been removed. All students now have a proper age calculation that assigns them to a specified age bucket.

Impact: Counts for all updated age groups are affected. "Unknown Age" no longer exists as a subgroup.

ANNUAL EARNINGS COMPARED TO THE LIVING WAGE (AE 802)

1. The Chancellor's Office updated the living wage comparison to 2021 values for all dashboards.

Impact: The number of students in this metric decreased by between 6% and 10% statewide across years (2016-17 through 2018-19) compared to the prior build.

BARRIERS TO EMPLOYMENT – ALL METRICS

1. See changes identified for Reportable Individuals (AE 200) that will affect values for these metrics.

Impact: Reportable Individuals is the denominator for all Barriers to Employment metrics. Because the number of Reportable Individuals decreased between 4.1 and 5.0 statewide across all years, the number of students in each of the Barriers to Employment metrics also decreased statewide. The amount of decline varies across metrics. See items below for changes to definitions in Barriers to Employment metrics that were made *in addition* to the impact from the Reportable Individuals definition change.

BARRIERS TO EMPLOYMENT – ENGLISH LANGUAGE LEARNERS (AE 305)

1. The COMIS calculation has been updated to align with "ever enrolled in ESL" using the ESL program area definition in Participants in ESL (AE 100).

Impact: The number of students in this metric increased by between 13% and 26% statewide across years (2016-17 through 2019-20) compared to the prior build.

BARRIERS TO EMPLOYMENT – LONG TERM UNEMPLOYED REPORTABLE INDIVIDUALS (AE 309)

1. In AEP 4.1, a match against the Employment Development Department (EDD) Unemployment Insurance (UI) file was conducted to determine employment status and count students as long-term unemployed. This process has been removed from the metric calculation.

Impact: The number of students in this metric decreased substantially statewide across years (2016-17 through 2019-20) compared to the prior build.

BARRIERS TO EMPLOYMENT – LOW LITERACY REPORTABLE INDIVIDUALS (AE 311)

1. In AEP 4.1, students ever enrolled in ABE or ASE were included as Low Literacy Reportable Individuals (AE 311). After consultation with the field and in alignment with the way CASAS TOPSpro Enterprise reports students for WIOA Title II reporting, ESL has also been added to the calculation in AEP 5.0.

Impact: The number of students in this metric increased statewide across years (2016-17 through 2019-20), with the most substantial increases in 2016-17, compared to the prior build.

EMPLOYMENT AND EARNINGS – ALL METRICS

1. During the 2021-22 build cycle, the UI wage file was determined to have two distinct data quality issues: a) there are instances where EDD has changed historical information for students in the UI wage file that is delivered to the Chancellor's Office each year to determine student earnings, and b) the data received from EDD contains duplicate records. The Chancellor's Office is exploring these challenges with EDD.

Impact: Impacts in the Adult Education Pipeline appear to be minimal. For example, the Median Annual Earnings (AE 800) increased by between 0% and 2% statewide across years compared to the prior build.

STUDENT TYPE DRILLDOWN: FIRST TIME REPORTABLE INDIVIDUALS IN ADULT EDUCATION (AE 200F)

1. First time and returning versions of specific metrics (AE 202F, AE 100F, AE 101F, AE 102F, AE 113F, AE 202R, AE 100R, AE 101R, AE 102R, and AE 113R) have been replaced

with the original metric combined with the First Time vs. Returning student drilldown, which is AE 200F. While this was an update made in the 4.0 build, these metrics still appeared in the export even though they were not present on the dashboard visualizations.

Impact: The student type drilldown is based on this metric in visualizations that feature the student type drilldown option. First time and returning versions of specific metrics are no longer included in the export.

PARTICIPANTS WHO EARNED A POSTSECONDARY NONCREDIT CTE CERTIFICATE (AE 604)

1. A coding error has been corrected to align with the definition listed in the MDD. In 4.1 the code did *not* restrict this metric to noncredit certificates in *CTE.*

Impact: The number of students in this metric decreased by between 39% and 56% statewide across years (2016-17 through 2019-20) compared to the prior build.

STUDENTS WITH 1 TO 11 INSTRUCTIONAL CONTACT HOURS (AE 210)

1. See COVID IMPACT under Reportable Individuals (AE 200) that also applies to this metric. Please note that this logic was not applied for this metric in AEP 4.1.

Impact: Because the "special covid logic" was not applied for this metric in the prior build, the number of students in this metric increased by approximately 91% statewide in 2019-20 compared to the prior build.

STUDENTS WITH AN ENROLLMENT IN AN ADULT EDUCATION PROGRAM WHO RECEIVED SERVICES (AE 201)

1. A coding error has been corrected in the denominator (AE 200) used for this metric. Previously students who were flagged as having a disability in COMIS (SD01) were incorrectly included in Reportable Individuals (AE 200) if they had a noncredit enrollment in a course *with* a Supervised Tutoring (493009) or Study Skills (493014) TOP code, instead of a noncredit enrollment in a course with a TOP code *other than* Supervised Tutoring (493009) or Study Skills (493014).
2. See COVID IMPACT under Reportable Individuals (AE 200) that also applies to this metric.

Impact: The number of students in this metric increased by between 3% and 7% statewide across years (2016-17 through 2019-20) compared to the prior build.

STUDENTS WITHOUT AN ENROLLMENT WHO RECEIVED SERVICES (AE 205)

1. In AEP 4.1, students that were flagged as having a disability in COMIS (SD01) required an enrollment to be included in the denominator for this metric (AE 200). In AEP 5.0, no enrollment is required for students flagged as having a disability (SD01) to be included in the denominator (AE 200).

Impact: The number of students in this metric increased statewide across years (2016-17 through 2019-20), with the most substantial increases in 2016-17, compared to the prior build.